

SN:10P20P0P251C55465X941D201811190716GW

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



SN:10P20P0P251C55465X941D201811190716GW

الإمارات العربية المتحدة
وزارة التربية والتعليم

English Speaking Examination
Term 1 2018/19
Grade 12 Advanced
5 – 7 minutes

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Speaking Part 1

Please note: Part One should last 2 – 2.5 minutes, but no longer than, 2.5 minutes.
Move on to Part Two once this amount of time has passed.

Teacher's script

Teacher: Good morning / afternoon. My name is _____ (and this is _____).
He / she is just going to listen to us.)

Now, what's your *full* name?

Thank you.

How are you today?

In this first part, I'm going to ask you some questions.

- Choose from any of the questions below at random (for example, 4, 1 and 2). Try and get a range of curriculum topics in each exam.
- Ask the student the initial question.
- If they cannot answer the initial question, ask the back-up question (in brackets underneath the question). This counts as support in the rubric.
- Use 'Why? / Why not? / What?' to elicit more from one-word answers.

	Initial / Back-up question		Follow-up question
1	What activities do you need your mobile phone for? [What do you use your mobile phone for?]	1A	Do you prefer to talk face to face or to send a text message?
2	What is involved in the work of cabin crew? [What does a flight crew member do?]	2A	Would you like to work in the travel industry?
3	What do you most enjoy about the summer holidays? [What do you like doing on holiday?]	3A	If you could travel to anywhere in the world, where would you go?

Grade 12 Advanced Speaking

	Initial / Back-up question		Follow-up question
4	What sorts of things do you and your family do online? [What do you do on the internet?]	4A	What are some of the dangers of using the Internet and how can you avoid them?
5	Why is the Majlis important in UAE culture? [What is a Majlis used for?]	5A	What things do you think are important in the design of a Majlis?
6	What sorts of adventure holiday activities do you enjoy most? [Do you enjoy adventure sports?]	6A	What are some of the advantages of doing adventure sports when on holiday instead of relaxing on the beach?
7	Describe some of the things that happened at the last wedding you went to. [What do people do at a wedding in the UAE?]	7A	What are some of the differences between traditional weddings and modern ones?
8	What methods of transport did people use in the UAE in the past? [How did people transport things from one place to another in the past?]	8A	How do you think methods of transport will change in the UAE in the next twenty years?
9	How has technology affected communication? [How has technology changed how we communicate?]	9A	Do you think developments in technology are a good thing for family life?
10	What cultural traditions are important in your Emirate? [Which traditional activities, like camel racing, are important in your Emirate?]	10A	Is it important for young people to take part in traditional activities?
11	What different types of trade used to be most important in the UAE? [What trades did people do in the UAE in the past?]	11A	How have traditional ways of trading in the UAE changed in the last one hundred years?

Grade 12 Advanced Speaking

	Initial / Back-up question		Follow-up question
12	What dangers should you be aware of when using digital devices? [Why should you be careful when using technology?]	12A	What are the best ways of ensuring that you are safe when using the internet?
13	What handicrafts would you display at a festival to show UAE culture? [Which traditional things could you show at a festival of Emirati culture?]	13A	What is the best way of celebrating the traditions of the past?
14	Would you enjoy doing a job that involved a lot of travelling? [Would you like a job where you had to travel a lot?]	14A	Why do people travel more now than they used to in the past?
15	How do older people you know feel about technology such as smartphones and computer games? [Do older people in your family like using new technology?]	15A	How has technology improved the way that young people learn about the world?
16	Why was transport by land difficult in the UAE before the 1970s? [Why was it difficult to travel by road in the UAE in the past?]	16A	How has land transport improved in the last 30 years?
17	In what ways is tourism important in the UAE? [What can tourists do in the UAE?]	17A	Is tourism always a good thing for a country?
18	What is the importance of henna in UAE culture? [When do people use henna in the UAE?]	18A	What else is involved in a traditional wedding?

Grade 12 Advanced Speaking

	Initial / Back-up question		Follow-up question
19	<p>How will the technology we use in the home develop in the next ten years?</p> <p>[How will technology in the home change in the future?]</p>	19A	Is technological development always a good thing?
20	<p>Would you prefer a holiday that is relaxing or an adventure holiday?</p> <p>[What sorts of activities do you like doing on holiday?]</p>	10A	Why do some people choose to do dangerous activities when they are on holiday?

Teacher: Thank you. That is the end of Part 1.

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Speaking Part 2 Version 1

Teacher's script

SN:10P20P0P251C55465X941D201811190716GW

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Teacher: In this next part, I'm going to give you a situation and I'd like you to ask questions and make suggestions about this situation. It's up to *you* to keep the conversation going.

Do you have any questions before we start?

We'll talk for about 2.5 minutes. I'll end the conversation when it's time to stop.

I would like to write an article about Arabic culture for an international magazine but don't know what to include.

Please note: Encourage the student to keep going and to ask more questions. Only use the back-up questions if the student cannot engage with and initiate the conversation.

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Back-up prompts

- | | |
|-------------------|---|
| Question 1 | What kinds of traditional culture would be most interesting for readers from other countries? |
| Question 2 | How can someone find out more about traditional activities? |
| Question 3 | What could make the article interesting for readers from other countries? |

Teacher: Thank you. That is the end of the Speaking Test.

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Speaking Part 2 Version 2

Teacher's script

Teacher: In this next part, I'm going to give you a situation and I'd like you to ask questions and make suggestions about this situation. It's up to *you* to keep the conversation going.

Do you have any questions before we start?

We'll talk for about 2.5 minutes. I'll end the conversation when it's time to stop.

I am expecting a guest who is visiting the UAE for the first time and I'm not sure what to do.

Please note: Encourage the student to keep going and to ask more questions. Only use the back-up questions if the student cannot engage with and initiate the conversation.

Back-up prompts

- | | |
|-------------------|--|
| Question 1 | Which buildings would be most interesting for a visitor to go to? |
| Question 2 | Where could a visitor see traditional crafts and activities? |
| Question 3 | What activities could a visitor do in the mountains or by the sea? |

Teacher: Thank you. That is the end of the Speaking Test.

Speaking Part 2 Version 3

Teacher's script

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Teacher: In this next part, I'm going to give you a situation and I'd like you to ask questions and make suggestions about this situation. It's up to *you* to keep the conversation going.

Do you have any questions before we start?

We'll talk for about 2.5 minutes. I'll end the conversation when it's time to stop.

I would like to visit another Emirate for a short holiday but don't know which one.

Please note: Encourage the student to keep going and to ask more questions. Only use the back-up questions if the student cannot engage with and initiate the conversation.

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Back-up prompts

- | | |
|-------------------|---|
| Question 1 | Which Emirate would be the most interesting one to visit? |
| Question 2 | What famous places can I visit in this Emirate? |
| Question 3 | If I like wildlife and nature, what activities would you recommend? |

Teacher: Thank you. That is the end of the Speaking Test.

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Speaking Part 2 Version 4

Teacher's script

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Teacher: In this next part, I'm going to give you a situation and I'd like you to ask questions and make suggestions about this situation. It's up to *you* to keep the conversation going.

Do you have any questions before we start?

We'll talk for about 2.5 minutes. I'll end the conversation when it's time to stop.

I want to write an article about what young people enjoy doing in the UAE but don't know where to start.

Please note: Encourage the student to keep going and to ask more questions. Only use the back-up questions if the student cannot engage with and initiate the conversation.

Back-up prompts

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Question 1 What do they do and where do they go at weekends?

Question 2 What outdoor activities do young people most enjoy?

Question 3 How do they like to spend their holidays?

Teacher: Thank you. That is the end of the Speaking Test.

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Grade 12 Speaking Rubric

	Communicative success	Range and accuracy of language	Pronunciation	Fluency
	<ul style="list-style-type: none"> Appropriacy of answers Support required from examiner Interaction maintenance 	<ul style="list-style-type: none"> Range of grammatical structures Range of vocabulary Effect of errors 	<ul style="list-style-type: none"> Clarity of phonemes, syllables, words Rhythm and stress Intonation 	<ul style="list-style-type: none"> Impression of confidence Pace
4	<ul style="list-style-type: none"> Answers all questions clearly without the need for back-up and expands on them in an appropriate manner without 'why/what?'. Does not need the examiner to repeat or explain any questions. Maintains an effective interaction with the interlocutor throughout Part 2 – with appropriate questions and suggestions throughout. 	<ul style="list-style-type: none"> Uses a wide range of verb forms and clause types in an appropriate way, with noticeably complex and accurate grammatical structures. Uses a wide range of vocabulary, including precise topic-related words and phrases of the Grade. May make a few minor errors that have no effect on communication. 	<ul style="list-style-type: none"> Pronunciation is sufficiently clear to understand in any context. Uses natural rhythm and stress patterns throughout. The candidate uses intonation appropriately throughout and also to convey implied meanings. 	<ul style="list-style-type: none"> Appears confident in speaking English with little hesitation except to formulate complex thoughts. Uses a clear but natural pace of speaking.
3	<ul style="list-style-type: none"> Answers all questions clearly without the need for back-up, except for possibly one or two, and expands unprompted on the majority of them. Needs support from the examiner one or two times, through some repetition and explanation. The interaction with the interlocutor in Part 2 is mainly smooth-flowing with just one or two instances of needing prompting or support. 	<ul style="list-style-type: none"> Uses a range of verb forms and clause types, though sometimes inaccurately. Uses some examples of precise topic-related vocabulary from the Grade. May be repetitive with one or two words. One or two errors in complex vocabulary and/or grammar may make the meaning of some utterances unclear. 	<ul style="list-style-type: none"> Pronunciation is sufficiently clear to understand in any context, possibly apart from isolated words. Uses clear rhythm and stress patterns for utterances, with one or two lapses. The candidate uses intonation and stress appropriately throughout most of the test, possibly with one or two lapses. 	<ul style="list-style-type: none"> Appears mainly confident in speaking English, with some examples of hesitation with more complex language/responses. Uses a natural pace of speaking for most utterances, but occasionally quite slow in more complex turns. Pace of speaking may be overly fast which can impede communication.
2	<ul style="list-style-type: none"> Answers most questions in an appropriate way though needs a few back-up questions. Sometimes does not expand unprompted on answers. Needs support from the examiner for several questions, through some repetition and rephrasing. The interaction with the interlocutor in Part 2 is sufficient but may need a lot of prompting to continue. 	<ul style="list-style-type: none"> Uses mostly simple grammatical structures but some isolated examples of more complex verb forms and clauses Uses a limited range of vocabulary, with only one or two uses of more complex or precise vocabulary from the Grade. May be noticeably repetitive with specific vocabulary. Makes occasional errors in both basic and more complex vocabulary/grammar that impede communication at some points. 	<ul style="list-style-type: none"> Pronunciation means the speech is generally easy to understand but there may be consistent problems with specific phonemes. Rhythm and stress patterns may be inappropriate at times. Examples of appropriate use of intonation but not maintained throughout the test. 	<ul style="list-style-type: none"> Occasionally appears confident in speaking English, but often seems hesitant when moving beyond more basic topics. Often speaks slowly or in a stilted fashion compared to standard English pace.
1	<ul style="list-style-type: none"> Only answers half or less of the questions appropriately, even with back-up or support. Requires a lot of support and prompting, which means the interaction doesn't flow. Cannot engage in or maintain an interaction with the interlocutor in Part 2. 	<ul style="list-style-type: none"> While basic sentence forms may be accurate, any evidence of more complex verb forms, subordination or vocabulary is almost universally lacking or inaccurate. Consistently erroneous grammar and/or vocabulary makes following the speech difficult. 	<ul style="list-style-type: none"> Pronunciation requires significant patience and effort from the listener, due to mispronunciation of many phonemes and/or consistent lack of appropriate word or sentence stress. Rarely uses any appropriate intonation patterns (beyond one or two isolated examples) 	<ul style="list-style-type: none"> Lacks confidence in speaking English with frequent hesitation during answers. Pace and rhythm require considerable patience from the listener.
0	Non-assessed: Student absent, evidence of cheating or nothing of meaning communicated.			